higher education
& training

Department:
Higher Education and Training
**REPUBLIC OF SOUTH AFRICA**

# MARKING GUIDELINE

NATIONAL CERTIFICATE

## PERSONNEL MANAGEMENT N6

## 17 September 2020

**This marking guideline consists of 10 pages.**

## SECTION A

## QUESTION 1

1.1      1.1.1     True
            1.1.2     False
            1.1.3     True
            1.1.4     True
            1.1.5     True
            1.1.6     False
            1.1.7     True
            1.1.8     True
            1.1.9     False
            1.1.10   True

                    (10 × 1)    (10)

1.2      1.2.1     J
            1.2.2     I
            1.2.3     H
            1.2.4     F
            1.2.5     G
            1.2.6     E
            1.2.7     D
            1.2.8     C
            1.2.9     B
            1.2.10   A

                    (10 × 2)    (20)

1.3      1.3.1     B
            1.3.2     D
            1.3.3     D
            1.3.4     B
            1.3.5     D

                    (5 × 2)    (10)
                                  **[40]**

               **TOTAL SECTION A:**    **40**

                             

## SECTION B

## QUESTION 2

2.1     • Personal characteristics
        • Work environment                                                          (2)

2.2     Adhering to a hierarchy of objectives✓✓
        • Strategic goals are set at top management level to ensure the organisation achieves its vision and mission
        • Departmental goals are set to support these strategic goals
        • Individual objectives are set to support departmental objectives
                                                        (Any TWO explanations)

        Following specific cycle✓✓
        • Setting objectives and standards
        • Day-to-day coaching
        • Formal review and evaluation of performance
        • Taking action to improve performance          (Any TWO explanations)
                    TWO marks for requirement + TWO marks for explanation (2 × 4)     (8)

2.3

| INTRINSIC MOTIVATORS | EXTRINSIC MOTIVATORS |
| --- | --- |
| Feelings of self-fulfilment when doing things personally rewarding to you and include<br>• variety of tasks<br>• challenging and interesting work<br>• responsibility for own work<br>• personal control over work methods<br>• control over the pace of work<br>• opportunities to use and develop skills and abilities<br>• having a say in decision-making<br>• opportunities for advancement<br>(Any FOUR) | Factors outside yourself causing you to do something for some reward and include<br>• financial rewards<br>• promotion<br>• praise<br>• job security<br>• comfortable, safe and attractive working conditions<br>• competent and fair leadership<br>• reasonable instructions and directions<br>(Any FOUR) |

                    ONE for explanation + FOUR examples (5 + 5)     (10)

2.4     • Making him part of the team by giving him complete responsibility for work performance
        • Making individual responsible for all tasks in the process up to finished product
        • Delegating new and more difficult tasks
        • Allowing employee to plan methods, sequence, pace and use of materials necessary for
        • Involve employee analysis and change of physical aspects of work environment, for example temperature, lighting                        (5 × 2)     (10)

2.5
- Focus attention on importance of job content.
- Remuneration, fringe benefits and physical working conditions have limited influence on the motivation.
- These factors prevent dissatisfaction.
- Allow employee to feel pride in what is done.
- Actual tasks or job must be enjoyed.
- Let them feel that they are doing their best.
- They should not become bored or frustrated in a job.
- Employees need to be treated as individuals and unique in order for productivity to be increased.
- Herzberg also argued that there are two stages in the process of motivating employees.
- A manager should ensure first of all that the hygiene factors are in place.
- Employees should then be given the opportunity to experience motivation factors like recognition.       (Any 10 × 1)     (10)

**[40]**

## QUESTION 3

3.1      Process of sending a verbal or nonverbal message✓ by a sender (encoder of the message) to the receiver✓ by means of a chosen channel or medium✓

**OR**

Transferring and understanding of meaning,✓ and only when meaning has been transferred and understood✓can information and ideas be conveyed.✓     (3)

3.2
- Keeps the different parts together in a particular shape and relationship
- Gives stability to organisation
- Keeps the organisation logical and orderly
- Supports better coordination and control
- Indicates method of delegation
- Promotes communication            (Any 5 × 1)    (5)

3.3     Vertical communication
- Employees at all levels need understand important instructions.
- Organisation's policies and procedures mostly communicated downwards by policy manuals, notices and e-mails.
- Employees also have upwards communication route to convey any problems regarding certain issues                    (4)

Horizontal communication
- Employees on same level communicating with one another.
- Horizontal communication between peers necessary for coordination to get tasks completed
- Also used to seek advice regarding work-related matters                    (4)

Diagonal communication
- Employees from different departments and levels in the organisation communicate to coordinate achievement of organisational objectives
- Takes place between people who have no direct reporting relationships
- No chain of command; only used when necessary without commitment beyond their authority and keeping superiors informed about important interdepartmental activities                    (4)

3.4

| LINE ORGANISATION | STAFF ORGANISATION |
|---|---|
| <ul><li>Simplest organisation structure</li><li>Senior staff member passes instructions directly to junior staff for quick reaction</li><li>Line authority flowing directly from top to bottom should be efficient</li><li>Used to assign tasks, to follow up on results and to handle problems immediately</li></ul> | <ul><li>Certain staff members with particular knowledge or skills to assist in special fields</li><li>No instruction authority but may advise juniors and seniors in various departments</li><li>Lawyers, accountants and language specialists often employed to carry out staff function</li><li>Specialist knowledge immediately available to management</li></ul> |

(4 + 4)        (8)

3.5
- All individuals have values or beliefs which determine✓ how communication takes place.✓ If a person's values include respect for elders,✓ then communication with older people will be respectful.✓

- Attitudes are developed from past experiences✓ and influence behaviour in the present.✓They often become visible during the communication process.✓ Previous bad experiences with a specific motor vehicle might lead an individual to communicate negatively about that specific brand of vehicle.✓

- Experience originates from the past as well.✓ The more an individual experiences similar situation, ✓ the more disposed that individual is to react in the same way to an unfolding situation that has similarities to past experience. ✓ Past experiences shape future actions.✓     (3 × 4)     (12)
**[40]**


## QUESTION 4

4.1     4.1.1
- Groups regard one another as enemies.
- Perception becomes negative and distorted.
- Hostility increases.
- Positive aspects of the situation are ignored.              (4)

4.1.2    Negative
- Group regards each other as enemies and not as partners.
- The group's perceptions became negative and distorted.
- Hostility increases.
- Strong and positive aspects are ignored.
- Interaction breaks down.
- Motivation lessens.
- Productivity suffers.           (Any relevant SIX)

Positive
- New values, norms and subsystems can be created.
- Better working methods can be introduced.
- Conflict can lead to abolishment of bureaucratic structures.
- Problems can be aired.
- Timeous solutions can be found.
- Participants may understand the other parties' problems better
            (Any relevant 6 × 2)     (12)

                                     

4.1.3
- Determining a common goal reduces intergroup conflict
- Increasing communication to correct misunderstanding and develop positive intergroup feelings
- Organising intergroup problem-solving sessions which are not confrontational
- Negotiating and bargaining in order to reach an agreement
- Dividing resources evenly amongst all members of the group
- Having an unbiased third party to mediate between the conflicting parties
- Changing organisational structure if scarce resources, status difference and power imbalances are the cause of the conflict
- Physically separating the conflicting parties to limit interaction between them
- Counselling employees who are often involved in conflict by using internal and external experts in the field.     (Any 4 × 2)     (8)

4.2     4.2.1     A group of individuals who have regular interaction with one another for a common purpose or work together to achieve common goals     (2)

4.2.2
- Members of a group interact with one another to achieve a common goal.
- Members of the group are aware of one another.
- Members agree that they belong to the group.
- Members of the group influence one another
- The group functions as a system with inputs, throughputs and outputs.
- The group has a particular structure which is related to the function of the group.
- The activities of the group are directed by guidelines or procedures to achieve group objectives.
- The group handles conflict in a constructive way.     (Any 5 × 1)     (5)

4.2.3
- Interacting groups✓where the work of one group is the input for another.✓ For example, the human resources department employ people, and the finance department has to pay their salaries.✓

- Co-acting groups✓ where the work carried out by one group does not influence the work of another group.✓ For example, the work of machine operators is not influenced by the work done by public relations officers and vice versa.✓

- Formal groups can also be categorised according the reason for their existence✓ like groups based on the structure of the organisation,✓ for example the marketing department.✓
     (3 × 3)     (9)
     **[40]**

## QUESTION 5

5.1    Ability to inspire other people to work enthusiastically and effectively to accomplish objectives                                                             (2)

5.2    • Planning to determine what the organisation is going to do
       • Organisation to determine how planning is to be implemented
       • Leading to ensure that people implement the planning to achieve goals
       • Controlling to measure the implementation of the plans and make corrective measures if plans are not adhered to.                                   (4)

5.3    • Physical and mental health
       • Positive and enthusiastic approach
       • High level of intelligence
       • Good understanding of human nature
       • Confident, outgoing and extrovert
       • Determination
       • Charisma and courage
       • High level of energy and ambition
       • Honesty and integrity
       • Credibility
       • Ability to inspire others
       • Ability to communicate a vision
       • Ability to participate fully at all levels
       • Open-minded
       • Resilient                                                    (Any 4 × 2)    (8)

5.4    The telling leader explains by means of task behaviour✓ without explaining. Communication is mainly one way.✓ This style is used with newly appointed, inexperienced employees who lack confidence.✓ The best approach is to define the employee's role clearly, telling him or her how, when and where to perform job tasks.✓                                                          (8)

       Selling leadership involves high task behaviour with high relationship behaviour.✓ The leader provides guidance to subordinates✓ and try by means of two-way communication and socio-emotional support✓ to persuade his/her subordinates.✓                                                            (8)

**OR**

       As the person settles in, becomes more confident✓ and responds positively to on-the-job training✓ the leader starts providing support✓  and asks for the employee's opinion.✓

       Participating leadership is characterised by high relationship behaviour with low task behaviour.✓ Decisions are taken together by means of two-way communication.✓ After six months the employee takes on more and more responsibilities✓ and begins to share in decision-making.✓                   (8)

Delegating leadership is characterised by low relationship behaviour with low task behaviour.✓ The leader allows completely independent decisions by delegating authority to them.✓ Subordinates' work is not checked continuously,✓ they are viewed as being fully capable with the necessary confidence.✓ (8)

5.5      STEP 1:     Diagnose and define the problem.
STEP 2:     Gather information and analyse relevant data.
STEP 3:     Formulate the real problem in writing.
STEP 4:     Develop alternative solutions using all relevant information.
STEP 5:     Evaluate the alternative solutions.
STEP 6:     Select the best alternative.
STEP 7:     Set criteria to evaluate the chosen alternative.
STEP 8:     Determine the possible consequences of the decision.
STEP 9:     Implement the decision.
STEP 10:   Continuously evaluate the effectiveness of the decision. (10)

**[40]**

## QUESTION 6

6.1      A component of the integrated MIS✓ in organisations which is often operated independently✓ like small to medium enterprises✓ where it is used to gather, integrate, compare, analyse and provide information✓ (4)

6.2
- Operational HRIS✓ designed to assist employees in the HR department in their work like writing manuals and controlling employee attendance✓✓

- Tactical HRIS✓ to maintain a database used to manage employees' activities like maintaining employee records in terms of leave taken, studies completed✓✓

- Strategic HRIS✓to assist top management with human resources planning for up to 10 years, focussing on issues such as skills audit, potential of employees and forecasting HR needs for the organisation✓✓     (3 × 3)     (9)

6.3      Speeds up provision of accurate data✓ reducing employees performing routine administration✓ them to perform more important functions✓ (3)

          

6.4
- Work experience✓ – listing jobs in current organisation as well as in other listed organisations✓
- Product knowledge✓ – employee's level of familiarity with product knowledge for future promotion requirements✓
- Industry experience✓ – list of key related industry experience✓
- Formal education✓ – educational institution, field of study, qualification obtained and year obtained✓
- Training courses completed✓ – courses conducted by organisation and outside agencies.✓
- Language skills proficiency✓ – relevant for specific positions and regions✓
- Relocation limitations✓ – limitations on employee being transferred to another centre✓
- Career interests✓ – employees' wishes about career paths✓
- Performance appraisals✓ – job performance as well as strengths, weaknesses and achievement across various dimensions      (Any 7 × 2)      (14)

6.5
- Objective setting
- Participation
- Time limit
- Evaluation                                                                                              (4)

6.6
- Ensures business can meet the needs of each region/country
- Ensures responsibility for profits is delegated to regional heads
- Promotes in-depth expertise in handling laws and culture of each region/country
- Creates opportunities for employees in different countries      (Any 3 × 2)      (6)
**[40]**

**TOTAL SECTION B:      160**
**GRAND TOTAL:      200**